TechActivity\_EvaluateAssess Evaluating Assessments

Question 1: What are the key characteristics of authentic assessment?

**Authentic assessment should include many of the following characteristics: real world tasks, student performance, active learning, participation, higher ordered thinking, student inquiry, complex ideas, sharing, multiple drafts, teacher feedback, self-evaluation, and scoring rubrics.**

Question 2: How do authentic assessments and traditional tests differ?

**Unlike traditional tests, which focus on gauging content memorization in a pencil and paper test, authentic assessment measures student ability to perform real-world tasks. While traditional test emphasizes simple thinking, authentic assessment focuses on higher ordered thinking. Authentic assessment encourages students to be creative and ask questions of a wide variety of sources. Authentic assessment stresses the transference of knowledge and skills to areas other than the assessment itself.**

Question 3: Choose an example of an authentic assessment you find online that is appropriate to the subject and grade level you are observing or preparing to teach. Include the title and URL of the assessment. Evaluate the degree to which the assessment incorporates the six criteria of authentic assessment listed above.

**Assessment incorporating educational technology:** <http://www.k12.wa.us/EdTech/Assessment/CBAs/G9-12SpeakUp.pdf> .

**This assessment requires student to create a public service announcement on a topic that they deem important. The assessment deals with the six criteria as follows. 1. The assessment requires active learning—students must choose a topic worthy of public attention and prove that their choice is valid. 2. Multiple opportunities to arrive at a conclusion—students will be free to select their topic and argue their conclusions in different ways. 3. Relation of assessment and content--the grading of on the assessment directly correlates to the student satisfies the learning standards in the process of completing the project. 4. Student communication—due to the nature of the public service announcement theme, the entirety of the assessment will relate to the improvement of student communication. 5. Sharing of student learning beyond the classroom—student projects will be made public, rendering the work of students significant far beyond the immediate environment of the classroom. 6. Scoring rubric—the document offers a well-written and highly specific scoring rubric.**

Investigating Digital Portfolios

Question 4: Examine the diagram, Balancing the Two Faces of E-Portfolios. What are the two types of ePortfolios?

**The two types of eportfolio are workspace/process and showcase/product. The former are meant for student learning and reflection, as a supplement for the progress students make in their studies. The latter are intended as finished project that the students exhibit to share what they have learned and concluded.**

Question 5: How are the two types of portfolios created?

Helpful Suggestion: Consider the different functions each portfolio serves and how each portfolio is organized.

**The eportfolio as workspace/process is typically created using a blog or shared web document. This kind of eportfolio is created chronologically as the student gathers information and experience. The eportfolio as showcase/product is created by gathering related information into a finished piece. (Often this information will come from the first kind of eportfolio.)While the first kind of eportfolio is created during the formation of student ideas and understanding, the second kind is created at the conclusion of the learning process.**

Question 6: In what ways are the two portfolios similar?

**Both types of portfolios use technology to help students better understand their own learning as relates to specific subject matter. In both cases, student knowledge can deepen as a result of self-reflection and self-assessment. Student individuality also functions in both forms, since creativity and individual thought are intrinsic to both processes.**